

INDIANA
DEPARTMENT of
EDUCATION



NATIONAL INSTRUCTIONAL MATERIALS ACCESS CENTER

Introduction

The National Instructional Materials Accessibility Standard (NIMAS), a provision in the Individuals with Disabilities Education Act (IDEA) of 2004, maximizes the access for students who are blind or have other print disabilities have to the general education curriculum. NIMAS provisions require states to adopt this common standard, as it facilitates the timely conversion of printed text into accessible formats. States may use these materials in the production of accessible formats such as braille, large print, and digital text. NIMAC has over 71,000 files from more than 160 publishers.



What are the benefits of using a common standard for print instructional materials?

IDEA 2004 mandates universal adoption of NIMAS due to its flexibility. NIMAC facilitates the development of a national database of instructional materials. NIMAS files maximize the availability and effectiveness of student-ready versions of instructional materials used in K-12 curricula. The NIMAS standard file format improves content quality by providing digital files. Accessible print instructional materials embed easily into existing systems that serve students. NIMAC provides copyright indemnification for publishers and schools.



More Information
www.nimac.us

NIMAS Implications for Schools

IDEA requires local school districts to provide instructional materials in accessible formats to any student with a disability who requires them. This is true even if a student is not eligible to receive NIMAS versions of printed textbooks. NIMAS and the National Instructional Materials Access Center (NIMAC) serve to expedite the delivery of accessible formats of K-12 textbooks and related instructional materials to students with print disabilities.

NIMAS requirements have several implications for professionals within local educational agencies (LEAs).

- 1 NIMAS requires personnel responsible for purchasing instructional materials to ensure all new contracts with publishers contain language that requires them to submit a NIMAS version of the instructional materials to NIMAC.
- 2 Individualized Education Program (IEP) teams determine which students need specialized formats using an established process.
- 3 Teachers and students must be trained for the use of equipment required to access alternate formats.
- 4 LEAs must register individuals who are legally blind and newly enrolled in an LEA annually by January 1.

Obtaining Accessible Educational Materials in Indiana

Case conference committees (CCCs) must use the following steps to determine whether a student needs instructional materials in an alternate format.

- 1. Identify the student need for accessible educational materials because the student:
 - a. is blind or has a visual impairment;
 - b. has a physical limitation that impairs their ability to access the standard print material; and/or
 - c. has a reading disability.
- 2. Certify eligibility for NIMAS. CCCs provide a description of the services, environments, tasks, and tools related to the student’s learning needs in the IEP.
- 3. Select Accessible Educational Materials (AEMs). The teacher of record and CCC should use evidence-based data during this step for the best possible outcome.
- 4. Contact appropriate Accessible Media Producers (AMPs) to order materials.
 - a.Braille & Large Print (Hard Copies): IDOE's [Office of Student Support and Accessibility](#)
 - i. LEAs should be aware that conversion of instructional materials into large print or braille takes longer than other accessible formats. Please make requests six months in advance to ensure students receive the materials on time.

- b. Digital Textbooks: Bookshare is an online library of copyrighted content for those with qualifying print disabilities. Schools must create a free account with Bookshare to access their NIMAS-derived instructional materials.
- c. Digital Resources: MackinVIA is a program that makes it easy to access your school’s digital resources. You can use MackinVIA on any desktop, laptop, or mobile device with internet access.
- d. Audio Textbooks: Learning Ally is a nonprofit organization that provides a library of accessible audiobooks using human narration for those who cannot effectively read standard print. Schools must create an account to access materials.
- e. Braille, eBraille & Recorded Materials: The National Library Service for the Blind and Print Disabled from the Library of Congress administers a free national library program that provides braille and recorded materials to those who cannot see regular print or handle print materials. Any U.S. resident or U.S. citizen living abroad who is unable to read or use regular print materials as a result of temporary or permanent visual or physical limitations may apply for service.

Textbook Adoption Agreement: Effective August 19, 2006, school districts must ensure that all future contracts with publishers clearly state that the publishers agree to submit NIMAS files of elementary and secondary school textbooks and related core print instructional materials to the NIMAC. Authorized users will then download files or assign them to accessible media producers to convert into student-ready versions.

Sample NIMAS Contract Language

By agreeing to deliver the materials marked with “NIMAS”; on this contract or purchase order, the publisher _____, agrees to prepare and submit, on or before __/__/____ a NIMAS file set to NIMAC that complies with the terms and procedures set forth by NIMAC.

Should the vendor be a distributor of the materials and not the publisher, the distributor agrees to immediately notify the publisher of its obligation to submit NIMAS file sets of purchased products to NIMAC. Files will be used for the production of specialized formats as permitted under the law for students who are blind or students with documented print disabilities, as defined in IDEA 2004; Section 300.172.

Furthermore, it is requested that the publisher includes a valid XML source file (MathML3), rather than image-based files for books in the content areas of math and science. If accessible versions of this material are not available from any other source, the publisher gives permission for the purchaser to create an accessible version or versions. This is page __ of __ of this contract or purchase order.

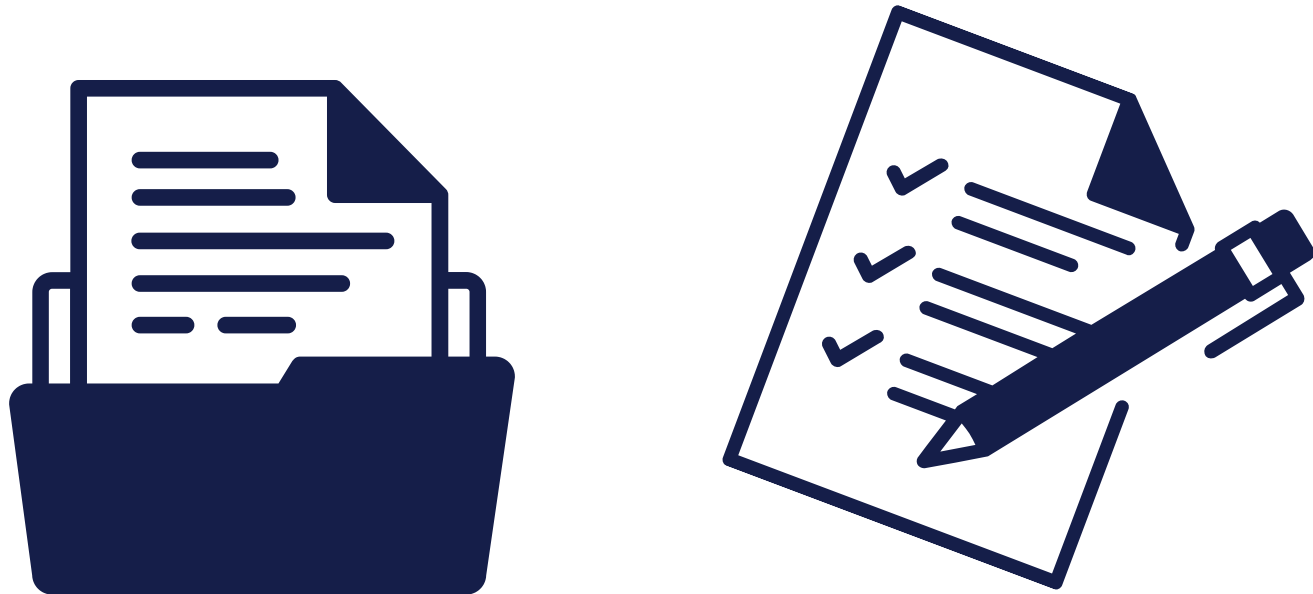
USEFUL TIPS FOR

Obtaining Accessible Educational Materials (AEM) in Indiana

Use the following steps to determine whether a student needs instructional materials in an alternate format.

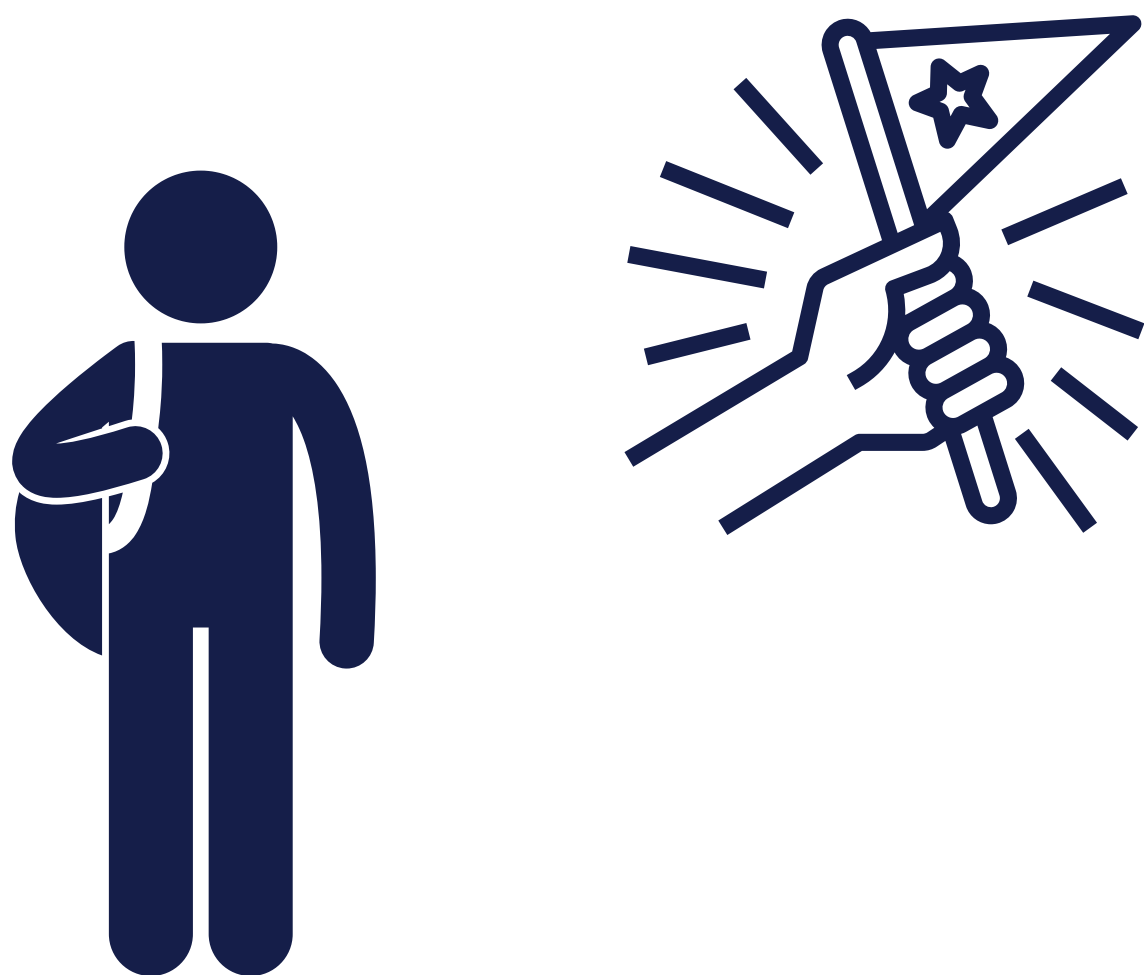
Identify the student's need for accessible educational materials.

- Student is blind or has a visual impairment.
- Student has a physical limitation that impairs their ability to access standard print materials.
- Student has a reading disability.



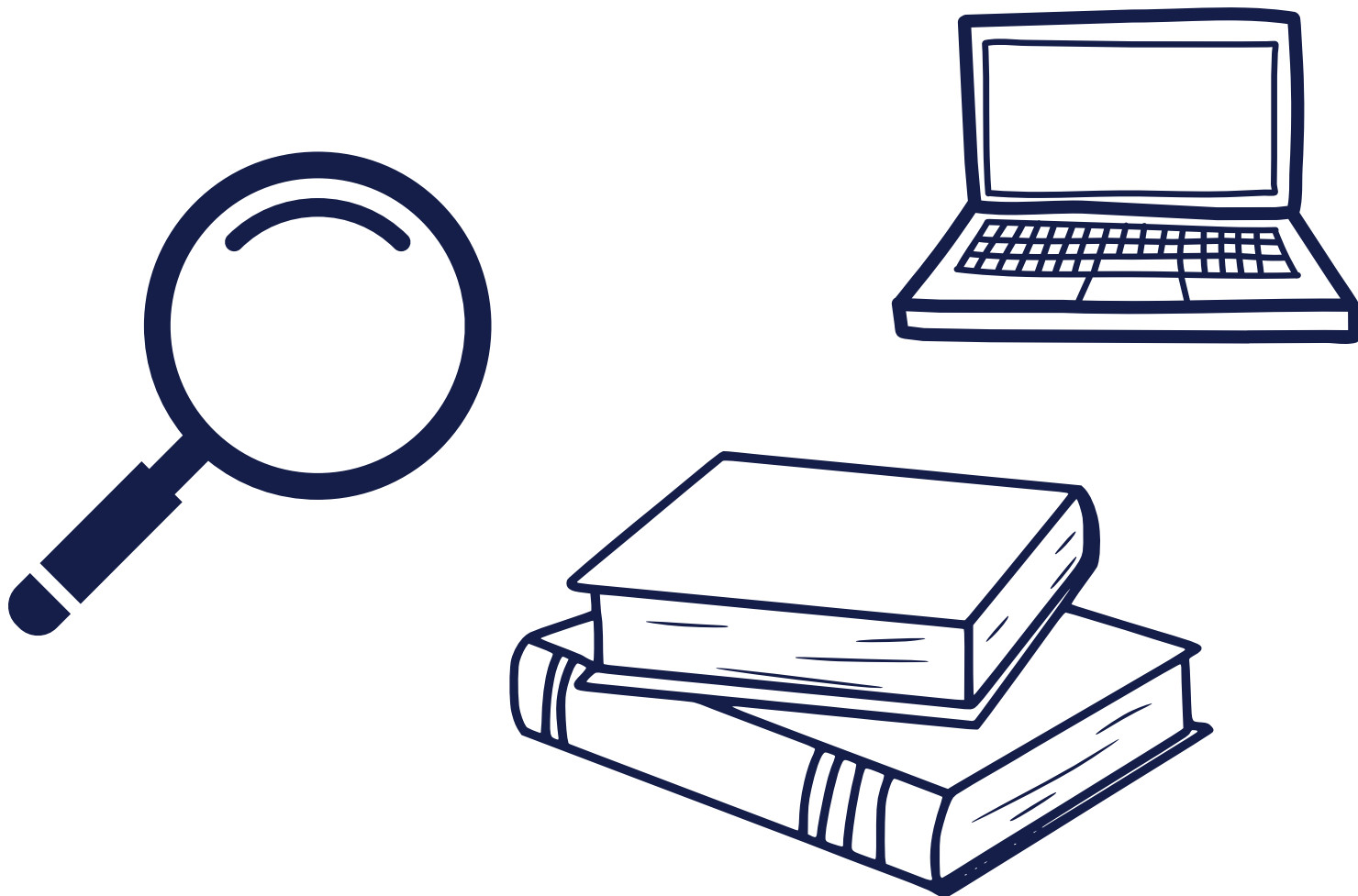
Select AEM for use.

The teacher of record and CCC should use evidence-based data during this step for the best possible outcome.



Implement materials for student use.

1



2

Certify eligibility for NIMAS.

The Case Conference Committee (CCC) will provide a description of the services, environments, tasks, and tools related to the student's learning needs in their IEP.

3



4

Contact Accessible Media Producers (AMPs).

Contact the appropriate AMPs to order materials:

- IDOE's Office of Student Support and Accessibility
- Bookshare
- MackinVIA
- Learning Ally
- National Book Service for the Blind and Print Disabilities

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